



Joint ODE Board/HECC Commission Meetings  
4/14/16

Grades 11-14 Transitions

Governor Brown has set a goal that every Oregon student will graduate from high school with a plan for the future.

That entails helping students envision high school graduation, not as the finish line, but as a launch pad for the rest of their lives.

Key to achieving the Governor's goal is making sure we are investing in practices, programs, and system-building that foster student success in graduating from high school or earning high school equivalency.

This is where the efforts of the soon to be appointed Education Innovation Officer, the ODE Graduation Task Force, the GED office and all of our Oregon high schools is critical.

Our current collective systems are not adequately supporting students who complete high school in advancing towards productive avenues of work or further education.

A concerted emphasis on Grades 11-14 and key student transitions is critical to create a smoother glide path for students to launch themselves towards careers, certificates or college degrees.

This is where cross agency collaborations involving the Chief Education Office, the Oregon Department of Education, the Higher Education Coordinating Commission, the Employment Department, and industry are key.

No one sector is solely responsible for what happens during Grades 11-14. We all are part of the equation.

When all of the pieces come together we can powerfully create the conditions necessary to ensure each student reaches their full potential.

As the Chief Education Office we are working in an interagency, cross-sector capacity to pull these pieces and systems-building practices together.

So what does it look like if we put in place the conditions for success that span agencies and sectors?

- Education and industry sectors partner together to provide life-changing CTE and applied learning experiences that point students towards productive careers following high school.
- K-12 and postsecondary educators collaborate together to make sure that zip codes don't determine students' access to transferable college credit while still in High School.
- The state supports more students to try on college level learning, particularly important for students who may be the first in their family to enroll in college and may need some initial academic momentum toward a degree or credential.
- High school teachers become more familiar with college course expectations and better understand the academic behaviors that their students need to develop in order to be more successful in college.
- Regional leaders use data to identify access and opportunity gaps for students and better leverage business and industry partnerships to reflect local community needs.
- Career and college awareness is infused across the K-12 spectrum with counselors, educators and community volunteers introducing students to available opportunities beyond high school and then helping them systematically move from a vision to a plan that becomes a roadmap.
- High school counselors and college advisors make the complex language of college applications, financial aid, and advising

consistent, accurate, and more accessible to students, their families and community support networks.

- Student support staff in programs like AVID, AHE, ASPIRE, GEAR UP, Future Connect, Self Enhancement Inc., Gateway to College, College Dreams and College Possible prioritize the most effective student supports that can help students transition smoothly, including summer bridge programs that ensure students are not lost between graduation day and the first day of fall classes.
- New approaches to college placement and academic support are tested and refined so that students' transition into college meets their learning needs.
- At the State level we make investments and study innovative models that help us find solutions to historical barriers like instructor qualifications, geographic distance, course rigor, and cross sector data sharing.

All of this collaboration helps us identify where the systems we have created are not yet aligned...around terminology, placement processes, coursework expectations, advising tools, and timelines.

We have prioritized these collaborative efforts because we know that, collectively, they represent the single-greatest opportunity we have to improve student outcomes.

And we know that the best return on our Oregon education investment is a high school graduate who has been accepted to college, enrolled in job training, or embarked on a career.